



Teaching with Primary Sources from
The Library of Congress

VDOE SOL Institutes

Fall, 2016

Presented by TPSNVA

Teaching with Primary Sources, Northern Virginia

The Library of Congress



2015 SOL Skill Progression

2015 History and Social Science Standards of Learning
Skills Progression by Grade or Course

Social Science Skill	Description of Skill	Grade/Course												
		K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT
1a. Using information sources	View artifacts, primary and secondary sources	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Use artifacts, primary and secondary sources	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Identify artifacts, primary and secondary sources	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Analyze and interpret artifacts, primary and secondary sources	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Synthesize evidence from primary and secondary sources	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
1b. Applying geographic skills	Use basic map skills	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Use geographic information	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Analyze the impact of geographic features	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Use geographic information to determine patterns and trends	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
1c. Organizing information	Gather and classify information, sequence events, and separate fact from fiction	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Use and create charts, graphs, diagrams, and pictures to determine characteristics of people, places or events	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Interpret charts, graphs, diagrams, and pictures to determine characteristics of people, places or events	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
1d. Questioning and using critical thinking skills	Ask appropriate questions to solve a problem	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Summarize points and evidence to answer a question	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Recognize points of view and historical perspective	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Use evidence to draw conclusions and make generalizations	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Evaluate sources for accuracy, credibility, bias, and propaganda	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Construct arguments using evidence from multiple sources	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
1e. Comparing and Contrasting	Compare and contrast people, places, or events	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Compare and contrast ideas and perspectives	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Compare and contrast historical, cultural, and political perspectives	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding

- Conceptual Understanding:** The student is first introduced to the skill and applies the skill appropriately in varied situations.
- Scaffolding the Understanding:** The student continues to develop the skill and integrates the skill appropriately across new concepts.
- Analyzing the Understanding:** The student is knowledgeable about the skill from previous instruction, applies the skill to new concepts, and analyzes outcomes.

Using Information Sources

- **View** artifacts, primary and secondary sources.
- **Use** artifacts, primary and secondary sources.
- **Identify** artifacts, primary and secondary sources.
- **Analyze and interpret** artifacts, primary and secondary sources.
- **Synthesize evidence** from primary and secondary sources.

Working definitions from the Library of Congress:

Primary sources are the **raw materials** of history – **original** documents and objects **created at the time** under study.

Secondary sources are accounts or interpretations created by someone **without firsthand experience.**

Use & Analyze Primary Sources

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

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FURTHER INVESTIGATION



Look forward, women, always; utterly cast away
The memory of hate and struggle and bitterness;
Bonds may endure for a night, but freedom comes with the day,
And the free must remember nothing less.

Forget the strife; remember those who strove—
The first defeated women, gallant and few,
Who gave us hope, as a mother gives us love,
Forget them not, and this remember, too:

How at the later call to ~~come forth and unite,~~
Women untaught, ~~unarmed,~~ alone and apart,
Rank upon rank came forth in ~~impressed~~ night,
Each one answering the toll of her own wise heart.

They came from toil and want, from leisure and ease,
Those who knew only life, and learned women of fame,
Girls and the mothers of girls, and the mothers of them,
No one knew whence or how, but they came, they came.

The faces of some were stern, and some were gay,
And some were pale with the terror of unreal dangers;
But their hearts knew this: that hereafter come what may,
Women to women would never again be strangers.

Alta Dorr Miller

LOC.GOV

Primary Sources in All Formats



LIBRARY OF CONGRESS

All Formats

Search Loc.gov



COLLECTION

Rosa Parks Papers

Letters, Photographs, and More Document the Private Life and Public Activism of Rosa Parks

[View the Rosa Parks Papers](#)



Rosa Parks Papers



Montana Folklife Survey Collection



Free Braille and Talking Books



Archive of Recorded Poetry and Literature



Holiday Gifts from the Library

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[Digital Collections](#)

[Researchers](#)

[U.S. Copyright Office](#)

[Congress.gov](#)

[Law Library](#)

[Teachers](#)

Take Note

A single primary source may be found in a variety of formats. For example, the original of a handwritten letter by George Washington might be available to researchers at the Library of Congress, but a copy of that letter might be available elsewhere as microfilm, in a published collection of documents, or in electronic form online.

Identify Primary Sources

Let's play ...

Primary or Secondary?

At your table, discuss whether it is a primary source and how you know.

Primary or Secondary?



Clues:

✓ *Painted by Gilbert Stuart - 1755-1828*

✓ *Washington's life:
1732 - 1799*

✓ *Engraving by Henry Sadd
1844*

Single Image Activities



Strategies:

✓ *Jump In*

✓ *Strike a Pose*

✓ *What would
You Ask?*

Identify ethical use of intellectual property

Rights & Access

Cite This Item

Citations are generated automatically from bibliographic data as a convenience, and may not be complete or accurate.

Chicago citation style:
Sedd, Henry S., Engraver, Gilbert Stuart, and John Neale. George Washington / painted by G. Stuart ; engraved by H.S. Sedd. N.Y. (New York City: Published at the Albion Office, printed by J. Neale, 1844) [Image]. Retrieved from the Library of Congress. <https://www.loc.gov/item/96522247/>. (Accessed September 17, 2016.)

APA citation style:
Sedd, H. S., Stuart, G., & Neale, J. (1844) George Washington / painted by G. Stuart ; engraved by H.S. Sedd. N.Y. (New York City: Published at the Albion Office, printed by J. Neale) [Image]. Retrieved from the Library of Congress. <https://www.loc.gov/item/96522247/>.

MLA citation style:
Sedd, Henry S., Engraver, Gilbert Stuart, and John Neale. George Washington / painted by G. Stuart ; engraved by H.S. Sedd. N.Y. (New York City: Published at the Albion Office, printed by J. Neale, 1844) [Image]. Retrieved from the Library of Congress. <<https://www.loc.gov/item/96522247/>>.

Copyright

Citation

More photos, prints, drawings like this



Photo, Print, Drawing
Benjamin Franklin - born in Boston, Jan. 17th 1706 -- died in Philadelphia, April 17th 1790

1 print : mezzotint. | Print showing Benjamin Franklin, full-length portrait, sitting in chair, facing slightly left, holding compass, with globe at his feet, and electrical storm visible through the window in the background.



Photo, Print, Drawing
Henry Clay

First copy is 1 print : mezzotint ; plate mark 63.7 x 45 cm, on sheet 67.1 x 49.6 cm. | Second copy is 1 print : mezzotint ; on sheet 62 x 50.5 cm. | Print showing Henry Clay, full-length portrait, sitting under tree, facing front, with dog at his feet. Includes facsimile signature and a remarque with view of Ashland, home of ...



Photo, Print, Drawing
Washington delivering his inaugural address April 1793, in the old city hall, New-York

1 print : mezzotint + letterpress text of speech ; image 44.5 x 63.5 cm on sheet 63.5 x 79.6 cm. | Print showing George Washington delivering his inaugural address before members of the Congress. Includes text of speech.



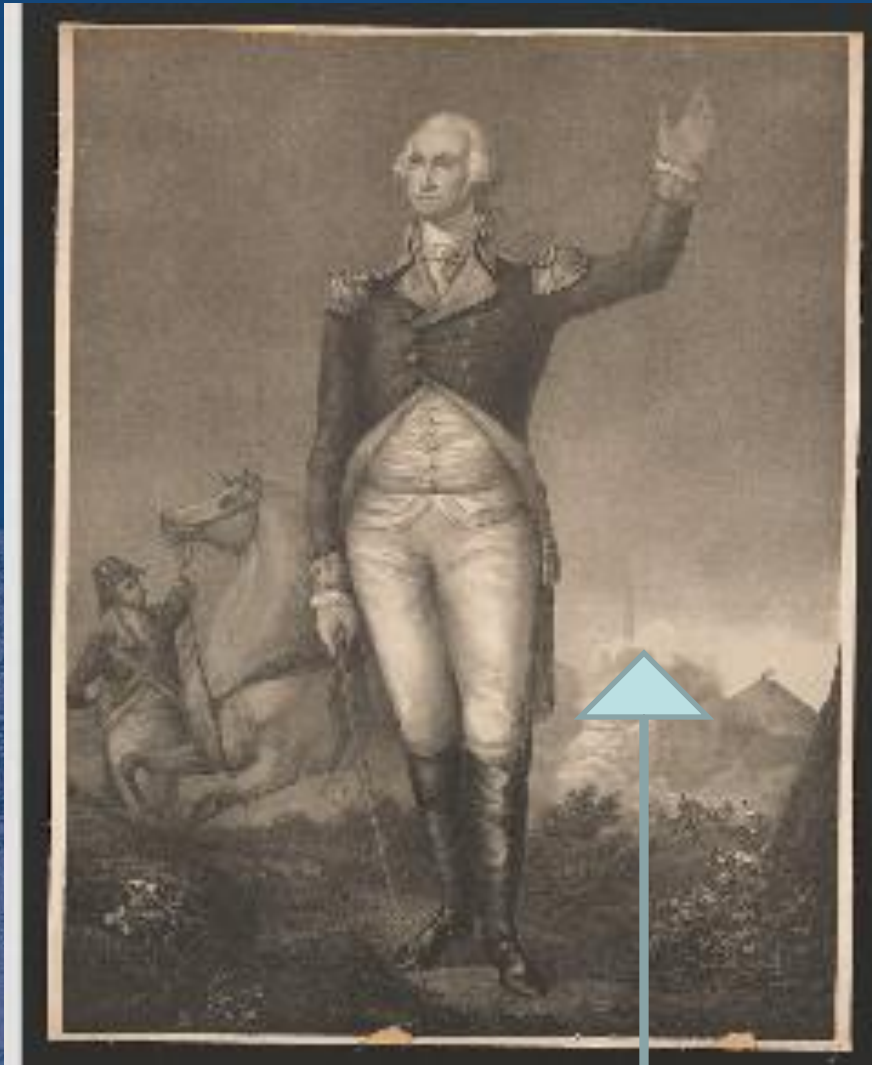
Photo, Print, Drawing
His royal highness Prince Albert, K.G., Sc. Sc. Sc.

1 print : mezzotint. | Print showing Prince Albert, full-length portrait, standing, facing front, holding scepter and hat.

Further Research

Primary or Secondary?

Analyze and Interpret



Primary or Secondary?



Primary or Secondary?



Primary or Secondary?



Primary or Secondary?



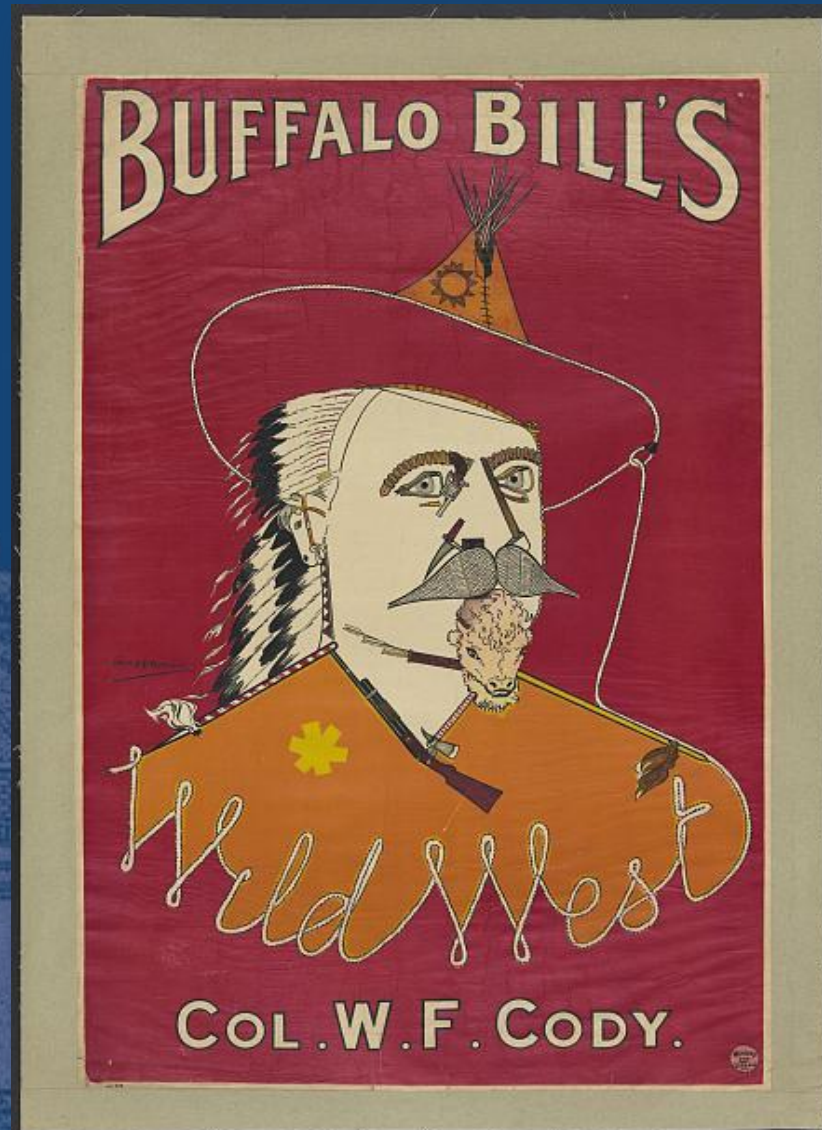
D. F. BARRY,

WEST SUPERIOR,
WIS.

SITTING BULL AND BUFFALO BILL.

Copyrighted 1897.

Primary or Secondary?



Primary or Secondary?

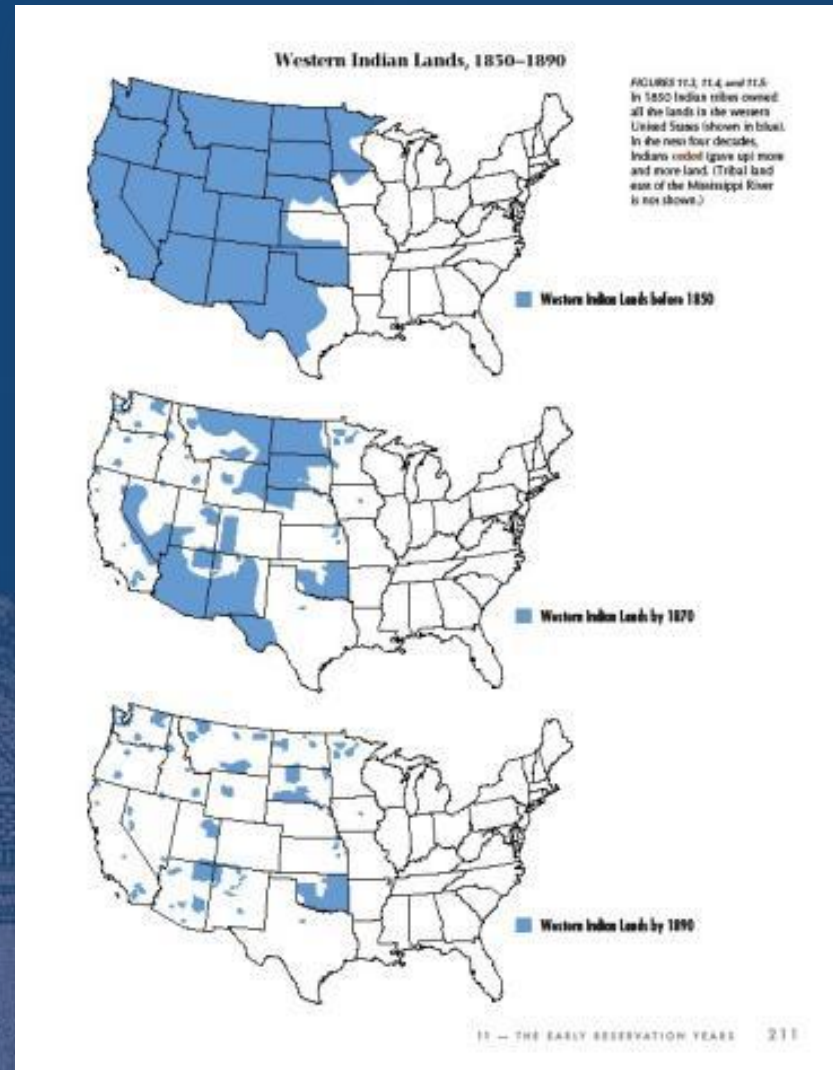
Recognize Historical Perspective



Primary or Secondary?



Primary or Secondary?



Map series showing loss of Indian land

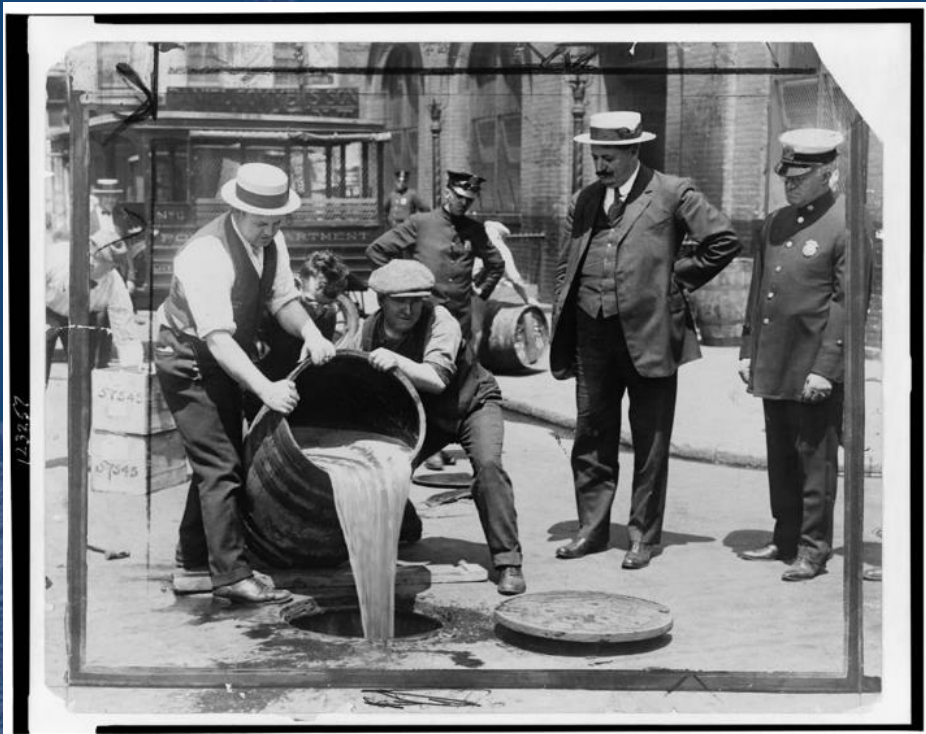
Which is the Primary Source?



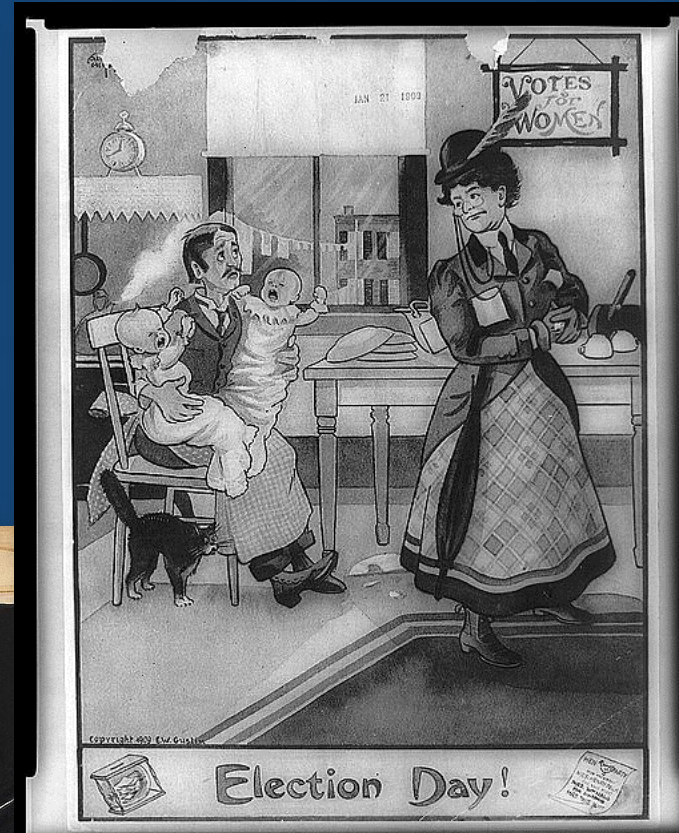
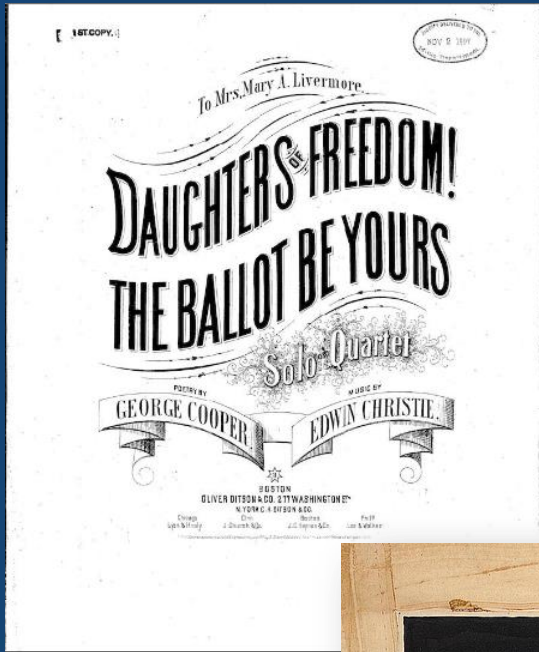
PRIMARY SOURCES ENCOURAGE INQUIRY, PERSPECTIVE, MAKING INFERENCES
= TRUE CRITICAL THINKING

Teach Content through Primary Source Analysis

The 18th Amendment



The 19th Amendment



Compare and contrast ideas and perspectives

From the **red** folder...

- Choose and analyze ONE image. Be a “clothing detective” to date image.
- Share your image and analysis with your table.
- Discuss how the images work together to tell a broader story.
- What is the photographer’s purpose?



Bibliographic Record

Three cutters in Factory #7, Seacoast Canning Co., Eastport, Me. They work regularly whenever there are fish. (Note the knives they use.) ... under foot is refuse... Grayson Forsythe, 7 years old, George Goodell, 9 years old, finger badly cut and wrapped up. Said, "the salt gets unto the cut." Said he makes \$1.50 some days. Clarence Goodell, 6 years, helps brother. August, 1911



Bibliographic Record

Night Scene, in an Indianapolis Glass Works.

Location: Indianapolis, Indiana.

Creator(s): Hine, Lewis Wickes, 1874-1940, photographer.

Date Created/Published: 1908 August.

Medium: 1 photographic print.



Bibliographic Record

6 year old Earle Holt (or Hope), 712 H St. S.W., Washington, D.C. sells papers for a neighbor boy. When I met him, within an hour he had forgotten that I had photographed him, but he didn't forget to shortchange me when I bought the paper. He goes to school in the morning and sells in the afternoon.



Bibliographic Record

“Carrying-in” boy in Alexandria
Glass Factory, Alexandria, VA.
Works on day shift one week and
night shift next week.

Creator: Hine, Lewis Wickes, 1874-
1940.

Created/Published: June, 1911.



Bibliographic Record

...children in the "Kindergarten Factory" ...
Every child in these photos worked; I saw
them ... go in to work at 6:30 A.M. and noons
and out at 6 P.M. (High Point, NC)

Some of them told me their ages: One boy
said 8 yrs. (worked when he was 7). One girl
said 10 yrs. (apparently 7). 3 other girls said
10 yrs. 2 boys said 10 yrs. (One got \$3.00 a
week). One boy said 11 yrs. 2 boys said 12
yrs. One said he makes \$1. a day.



Bibliographic Record

Addie Card, anaemic little spinner in North Pownal Cotton Mill.

Location: Vermont.

Creator(s): Hine, Lewis Wickes, 1874-1940, photographer.

Date Created/Published: 1910 August.

Bibliographic Record

Dotheboys Hall in session tucked
away upstairs over the store.

Huntsville, Alabama.

Equipped with ... dilapidated benches and chairs. The lessons begin at 6 A.M. and last for six hours, and these children who attend in the morning go into the mill in the afternoon and vice versa for the required eight weeks, which the law specifies.



Bibliographic Record

Working Girls Learning Dressmaking in the Free Evening School.

Location: Boston, Massachusetts.

Creator(s): Hine, Lewis Wickes, 1874-1940, photographer.

Date Created/Published: 1909 October.



Collection

National Child Labor Committee Collection

Working as an investigative photographer for the National Child Labor Committee (NCLC), Lewis Hine (1874-1940) documented working and living conditions of children in the United States between 1908 and 1924. The NCLC photos are useful for the study of labor, reform movements, children, working class families, education, public health, urban and rural housing conditions, industrial and agricultural sites, and other aspects of urban and ...

Contributor: Hine, Lewis Wickes - National Child Labor Committee (u.s.)

Date: 1908

[View 5,137 Items](#)

An Awful Blot



Recognize Direct Cause-and-Effect

A CHILD LABOR REVOLUTION NEWSPAPERS IN THE MINING REGION TELL OF THE NEW LAW'S RESULTS

For further information address Pennsylvania Child Labor Association, 328 Red Bank Trust Building, Philadelphia

Dunmore School Board Forced to Act by Increased Attendance Made by Working Out of New Labor Law

When all students attend the school, the school board will have to act in a certain manner. The board is now being forced to act in a certain manner by the new law. The board is now being forced to act in a certain manner by the new law. The board is now being forced to act in a certain manner by the new law.

THE SCRANTON REPUBLICAN, TUESDAY

New Child Labor Law Sends Many Youths Back to School



SEN. GEORGE BRADDOCK

Many children were working last week. Yesterday because of the new law, many of these children have returned to school. The new law has had a great effect on the children of this region.

CHILD LABOR LAW CROWDING SOME SCHOOL HOUSES

Some school houses are being crowded by the new law. The new law has had a great effect on the children of this region.

FEW MINES ASK FOR CERTIFICATES

Few mines are asking for certificates. The new law has had a great effect on the children of this region.

NEW CHILD LABOR LAW CAUSES A BIG INCREASE IN SCHOOL ATTENDANCE

Millions more will be necessary at several buildings. Children between fourteen and sixteen are thinking of school.

CHILDREN'S RIGHTS STATES' RIGHTS

(See #4077)
PALMER-OWEN CHILD LABOR BILL
(NOW PENDING IN CONGRESS)
DENIES INTERSTATE COMMERCE TO EMPLOYERS OF CHILDREN UNDER 14 IN FACTORIES CHILDREN UNDER 16 IN MINES & QUARRIES CHILDREN UNDER 16 IN FACTORIES AT NIGHT OR MORE THAN 8 HOURS A DAY

NOTE
ALL STATES EXCEPT TWO HAVE SOME OF THESE PROVISIONS
NINE STATES HAVE THEM ALL

THIS BILL WOULD ESTABLISH A UNIFORM LAW FOR THE WHOLE COUNTRY RAISING THE STANDARDS OF BACKWARD STATES WHILE MAINTAINING THE POSITION OF THE MORE PROGRESSIVE ONES

Organize information

Separate Fact from Fiction

Oct 15. 1860

Hon A B Lincoln

Dear Sir

My father has
just come from the fair and brought home
your picture and Mrs. Keambro's. I am a little
girl only eleven years old, but want you should
be President of the United States very much
so I hope you won't think me very bold to write to
such a great man as you are. Have you any
little girls about as large as I am if so give them
my love and tell her to write to me if you cannot
answer this letter. I have got 4 brothers and part of
them will vote for you any way and if you will
let your whiskers grow I will try and get the rest
of them to vote for you you would look a
great deal better for your face is so thin. All
the ladies like whiskers and they would tease

Grace Sedell to Abraham Lincoln, October 15, 1860. Holograph letter. On loan from Detroit Public Library.
Burton Historical Collection (089.00.00) Digital ID # a0069_01

http://www.loc.gov/exhibits/lincoln/vignettes/CandidateLincoln/Assets/a0069_01_enlarge.jpg

Image 1 of 3



Evaluate Sources for Accuracy

...I have got 2 brothers and part of them will vote for you any way and if you will let your whiskers grow I will try and get the rest of them to vote for you (sic) you would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease their husbands to vote for you and then you would be President...

~Grace Bedell, 11 years old, Westfield, NY

Evaluate Sources



Private

Springfield, Ill. Oct 19. 1860

Miss. Grace Beale

My dear little Miss.

Your very agreeable letter of the 15th is received.

I regret the necessity of saying I have no daughters. I have three sons - one fourteen, one nine, and one seven, years of age - They with their mother, constitute my whole family.

As to the wishes having never come any, do you not think people would call it a piece of pious affection if I were to begin it now?

Your very sincere well wisher

Abraham Lincoln

My dear little Miss

Your very agreeable letter of the 15th is received - I regret the necessity of saying I have no daughters - I have three sons - one seventeen, one nine, and one seven years of age - They, with their mother, constitute my whole family - As to the whiskers, having never worn any, do you not think people would call it a piece of silly affectation if I were to begin it now?

Your very sincere well wisher
A. Lincoln

(Letter to Miss Grace Bedell.)

Springfield, Illinois,
October 19th, 1860.

My dear little Miss:

Your very agreeable letter of the 15th is received. I regret the necessity of saying I have no daughter. I have three sons - one seventeen, one nine, and one seven years of age. They, with their mother, constitute my whole family. As to the whiskers, having never worn any, do you not think people would call it a piece of silly affectation if I were to begin it now?

A. Lincoln.

Separate Fact from Fiction

About one month after receiving this well-intentioned letter from Grace Bedell, an impetuous eleven-year-old living in Westfield, New York, Lincoln began to grow a beard. It is impossible to say what actually prompted Lincoln to lay aside his razor in the late fall of 1860, or even the degree to which Miss Bedell's recommendation influenced his decision. However...



*Abraham Lincoln - Springfield, Ill.,
January 26, 1861*



Life in a Box



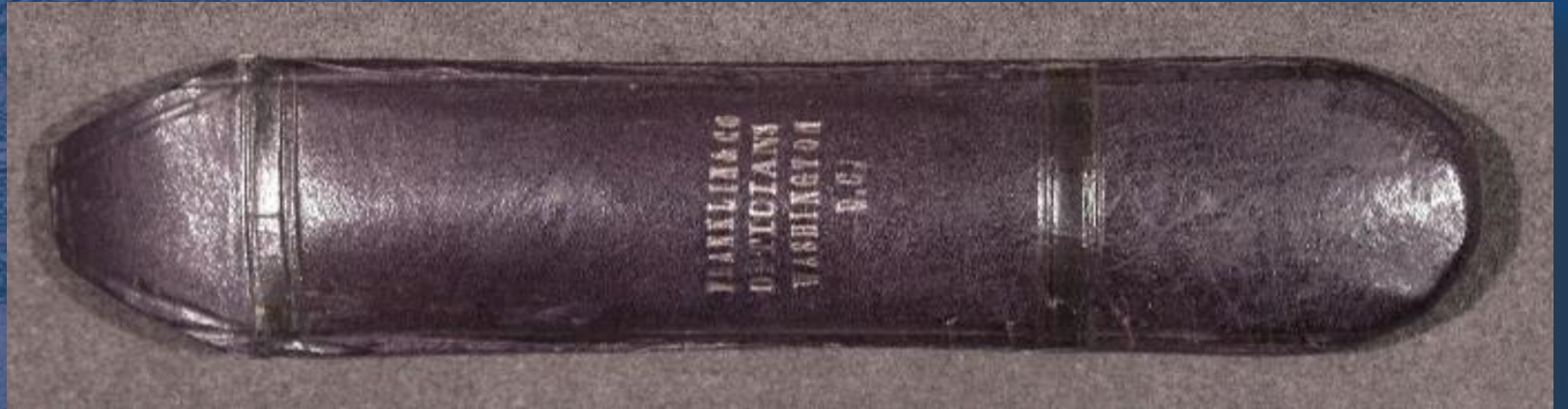
1. First person - open clue #1 and confer with group about its identify and purpose.
2. Pass the box to the next player, who repeats the process for clue #2.
3. Repeat until all the clues have been examined.
4. How are these clues related?
5. What do they tell us about the owner?

Analyze and Interpret Artifacts

Use Evidence to Draw Conclusions









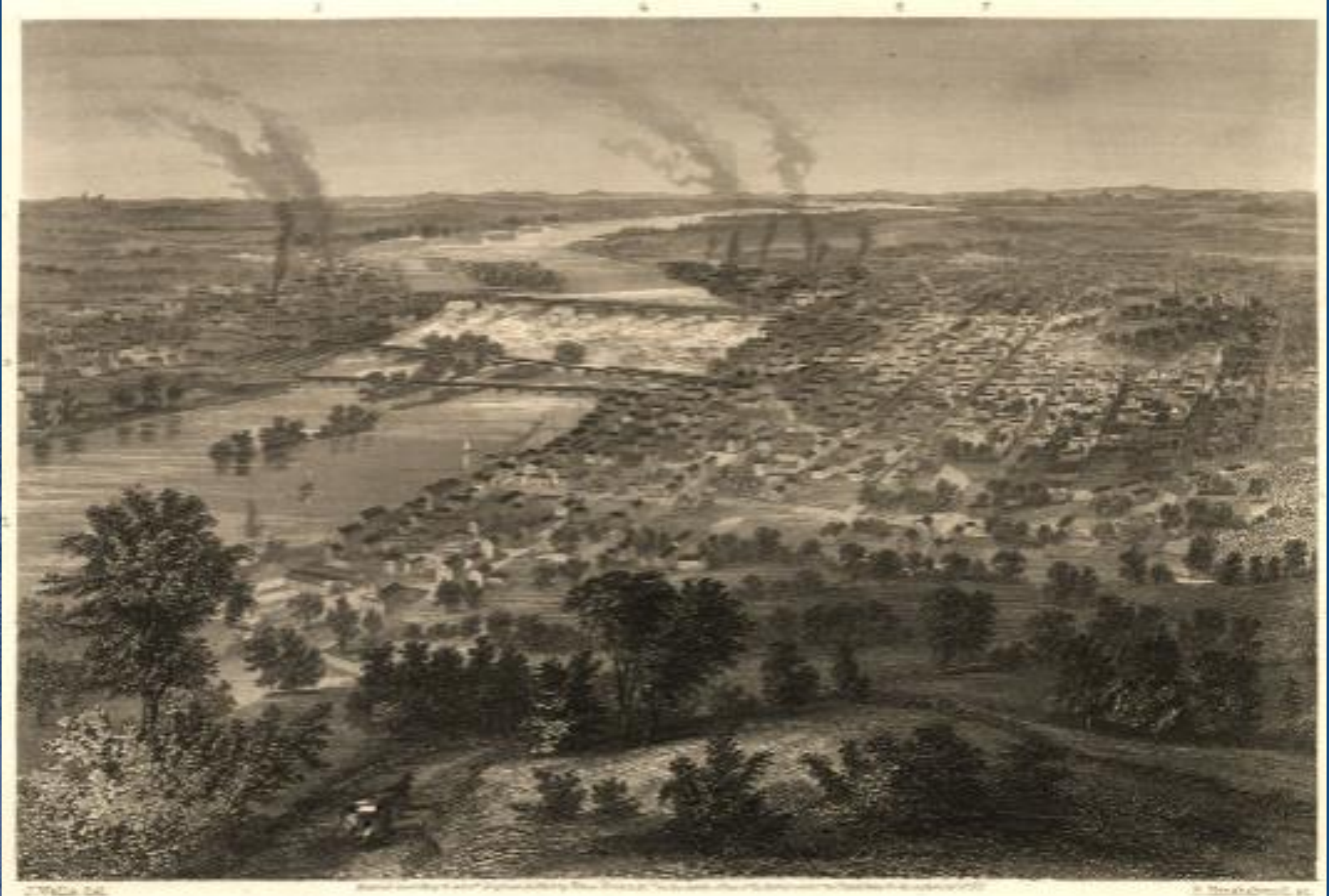
Using Geographic Skills



Zoom In Bridgton, ME 1888



Analyze the Impact of a Geographic Feature



Richmond 1863



What else can we learn from maps?

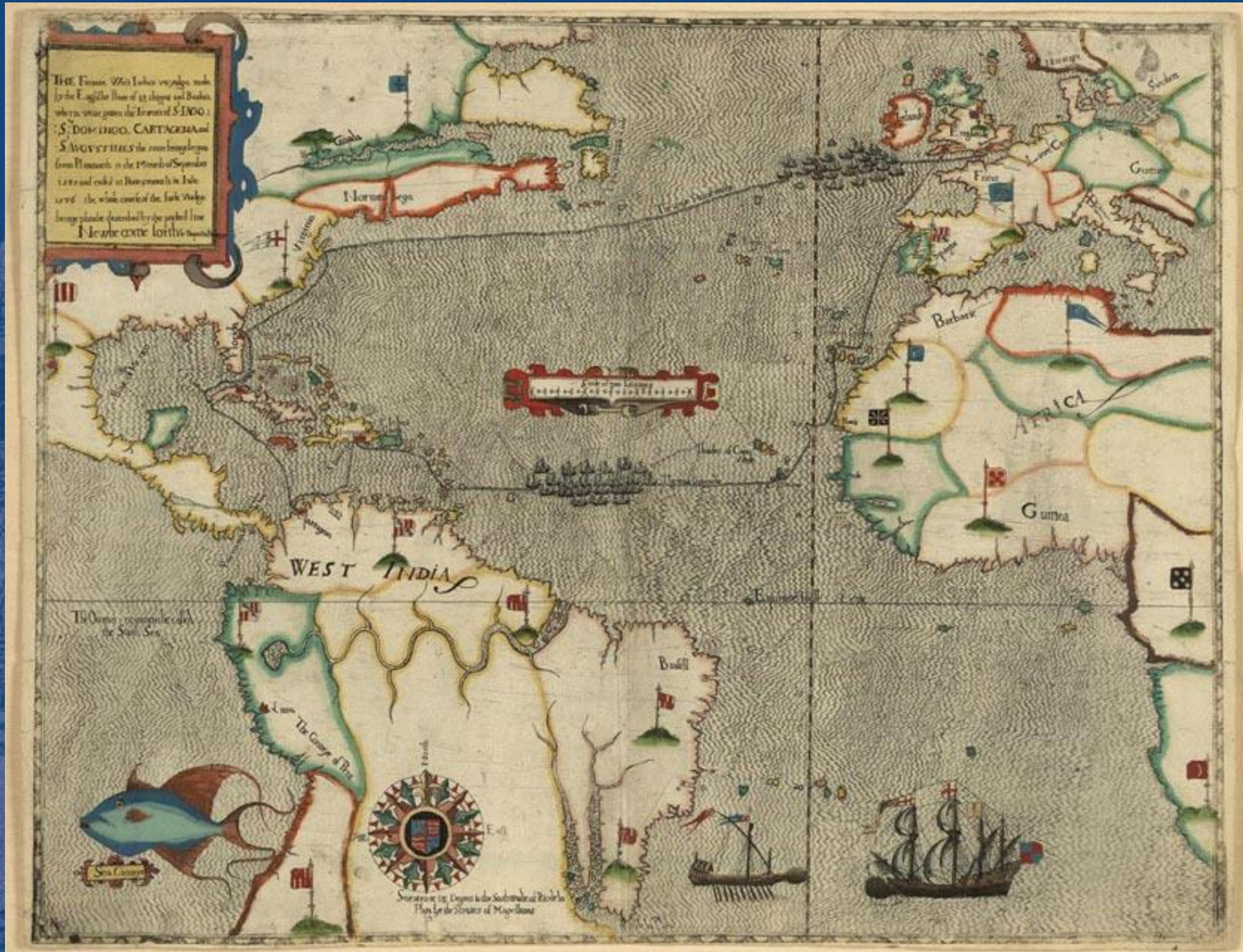
From the **Library of Congress** folder...

As a group, assemble the map.

Discuss:

- ✓ What is the map's purpose?
- ✓ Date & location of map? How do you know?
- ✓ Use of symbols – what do they tell us about the cartographer and his culture?
- ✓ How would you use these maps in the classroom?

Apply Geographic Skills



Extension Activities for Drake Maps

1. Create a timeline of the journey.
1. Write a story based on the evidence in the maps.
1. Analyze Drake's motivation for the journey.
1. Propose how U.S. History may have evolved differently if this voyage didn't take place.
1. How does Spain remember Drake (Draco)?
1. How does England remember Sir Francis Drake?

WORLD DIGITAL LIBRARY

NOTICE: Jefferson Bldg Closes Early July 16. [More...](#)

About the Library

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NEW FEATURES

Congressional Record

Thursday, June 23, 2011
Vol. 138 No. 95
PAGES, RECORDS AND DEBATES
OF THE 112th CONGRESS
Daily Digest



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- Jobs & Fellowships

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Collection Highlights



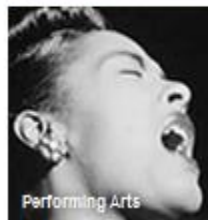
American Memory



Prints & Photographs



Historic Newspapers



Performing Arts



Veterans History



Sound Recordings



Film



Maps



Manuscripts

Especially for

Topics >>

- Sports & Leisure
- News & Journalism
- Arts & Culture
- Religion & Philosophy
- World History & Cultures
- Science, Technology & Business
- Government, Politics & Law
- American History
- Maps & Geography

CONGRESS.GOV >
U.S. Legislative Information

Copyright >
U.S. Copyright Office

Library Catalog >
Search and browse records

Resources & Programs

- American Folklife Center
- Center for the Book
- Concerts
- Copyright Royalty Board
- Digital Preservation
- FEDLINK
- John W. Kluge Center
- NLS: Service for the Visually Handicapped
- Poetry & Literature Center
- Veterans History Project
- World Digital Library

WORLD DIGITAL LIBRARY



Compare and Contrast Historical, Cultural and Political Perspectives



Atha Naradyanahapuranam (Narada's Great Ancient Tale). Mumbayyam: Sri Venkateevara Stim-Yantragare, 1923. Southern Asian Section, Asian Division, Library of Congress (17)

<http://www.loc.gov/exhibits/world/images/s17.jpg>



Archaeological Discoveries Change Understanding of Early Societies



Monumental jaguar sculpture, Mexico, Southern Veracruz, Maya, AD 600-800. Painted buff ceramic. Jay L. Kostek Collection, Rare Book and Special Collections Division, Library of Congress (019.00.00)

http://www.loc.gov/exhibits/exploring-the-early-americas/PreContactWorld/Rituals/CeremoniesandCelebrations/Assets/object19_725.jpeg



Investigate and Research Monsters

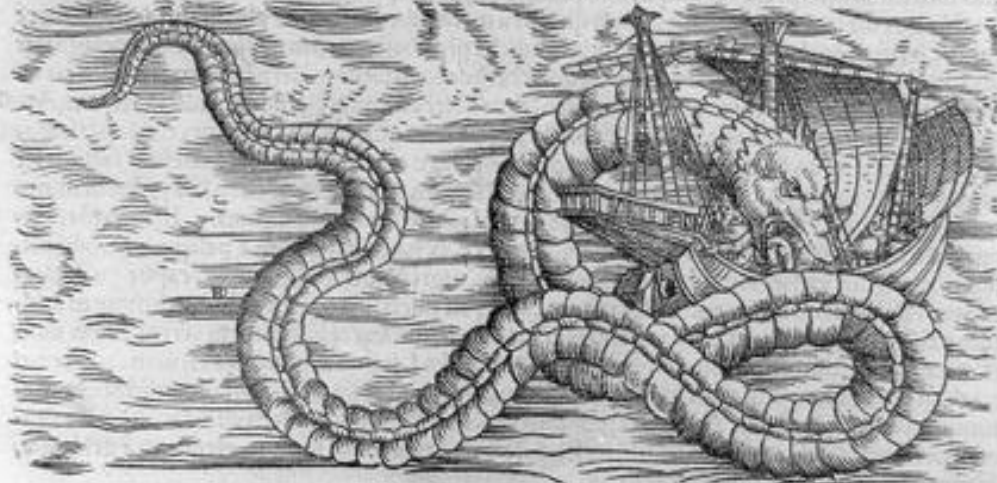
“You’re off the edge of the map, mate. Here there be monsters!”
– Captain Barbossa, *Pirates of the Caribbean: Curse of the Black Pearl*





40

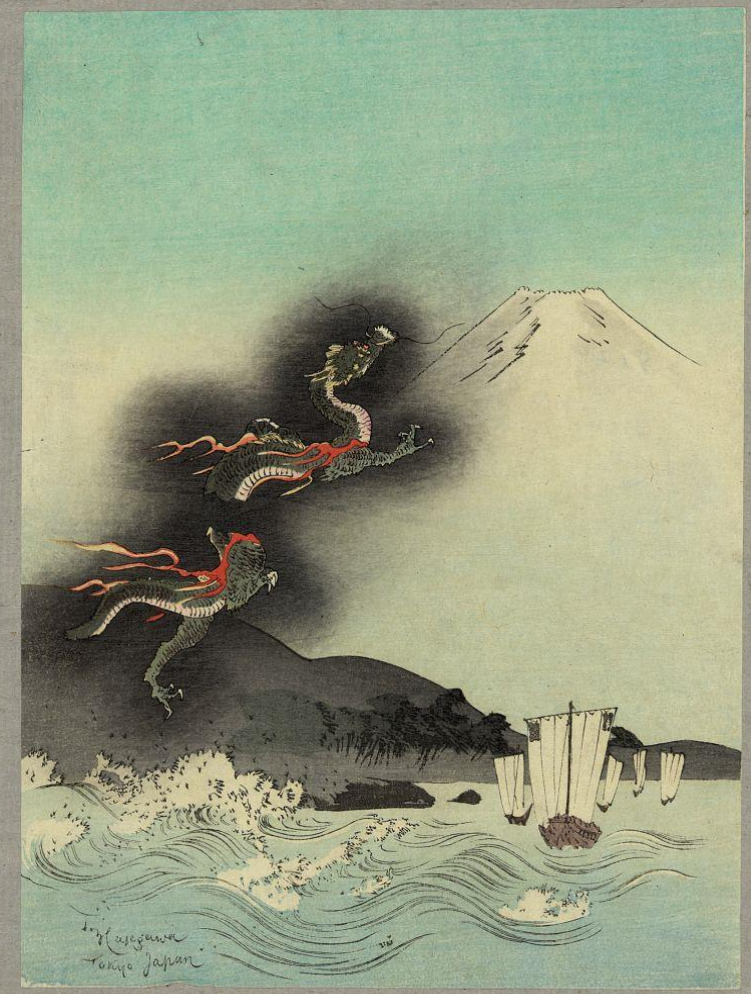
In eadem tabula ad a. d. alius serpens mar. ad centum aut ducentos pedes longus, ut descriptio habet, (uel etiā trecentos, ut numerus iconi adiunctus præ se fert,) circa Noruegiā interdum



50

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apparet,



Toyokuni
Tokyo Japan

Separate Fact from Fiction

Monsters in Historic Newspapers

SUNDAY MAGAZINE for JUNE 18, 1918

POSSIBLE SEA-SERPENTS

Prehistoric Monsters That May Not Be Extinct



NEWSPAPERS in 1850 were full of tales of sea-serpents. There are plenty of people who regard the sea-serpents, assuming great truth that no such animal exists. I will not say that they are wrong, but it is perfectly possible to see and realize that they may be mistakes; for naturally a few "ghost" tales of recent centuries in the ocean—tales that have proved no more than would be necessary to prove any ordinary case in a court of law. Let us give the newspapers the benefit of a doubt, and our judgment on the evidence, just as if any other story was under consideration.

It is not necessary to prove that the creature is a serpent. In my opinion, if it exists, it almost certainly is not a snake, and probably not a reptile at all. Assuming that there is such an animal, it

By **FREDERIC A. LUCAS**

Director of the Museum of the American Institute of Arts and Sciences

we have been provided with a long and interesting account of a sea-serpent, which will be shown about here, dipping low, and then will rise the height, as is described in history.

Most appropriate it will be at this point to tell the story of the Loch Ness, which, being from the Indian year in 1871. The sea and was much like a crocodile in a quiet part of the coast for the effect that on July 1 of that year it

of the sea-serpents was given by the officers and crew of the British ship *Porpoise*, and was transmitted to the British Admiralty in the form of a report by the commanding officer, Capt. John Macdonald, in 1848. The story

that on August 1 of that year, at latitude thirty-five degrees, and long one hundred and thirty degrees, the British ship *Porpoise* was engaged in a voyage to the north, and was approaching the coast. She reported it to the office of the Admiralty, Lieutenant Macdonald, with others and Mr. William James, the master of the ship, who were on board. The creature was being called to the ship, it was discovered to be an enormous serpent, with head and shoulders kept constantly above the surface of the sea, which, at twenty or so would approach,

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1900

THE GREAT HADRONIA, FROM A DRAWING BY W. H. NILES.

As a consequence, when the great hadronia died, but after the destruction of several of its members, some support is given to the theory. It is to be noted that the Hon. G. W. Ferry is a member of the New York National Geographic Society, which has had the assistance of the

by several such societies. There was a the fact that the old hadronia was not dead, but he was an active participant in the struggle.

After the political agitation produced by the aid of the Missouri Colonization, in 1858, the Missouri of Congress took the Missouri, and the purpose of the Kansas-Nebraska bill—proposed

to bring the Missouri bill to Congress in the House and Senate. A Committee of Ways and Means, and other reports in the Kansas-Nebraska bill, was called out at the meeting. Mr. Sumner was unanimously mentioned. The report was a mere one, but he was elected by about 200 majority, and has since been elected a member.

As a member of the Kansas-Nebraska Commission, Mr. Sumner made an elaborate and able report, which was adopted as a standard authority by the political friends, and was discussed by their opponents. In this report, as to the question of the Missouri Colonization, he has taken a line that has

been much since the whole ground of debate. He is not to be made that with these reports. He is from a well-known, practical, and scientific. The ground was given by the report, as a whole is a practical view to be given to be recognized by his opponents. He is of his constituents, with various facts and facts that were, and a glowing narrative. There is a report to a member of the New York National Geographic Society, to report the progress of the and the social progress of the hadronia. The report is a practical view to be given to be recognized by his constituents, with various facts and facts that were, and a glowing narrative.



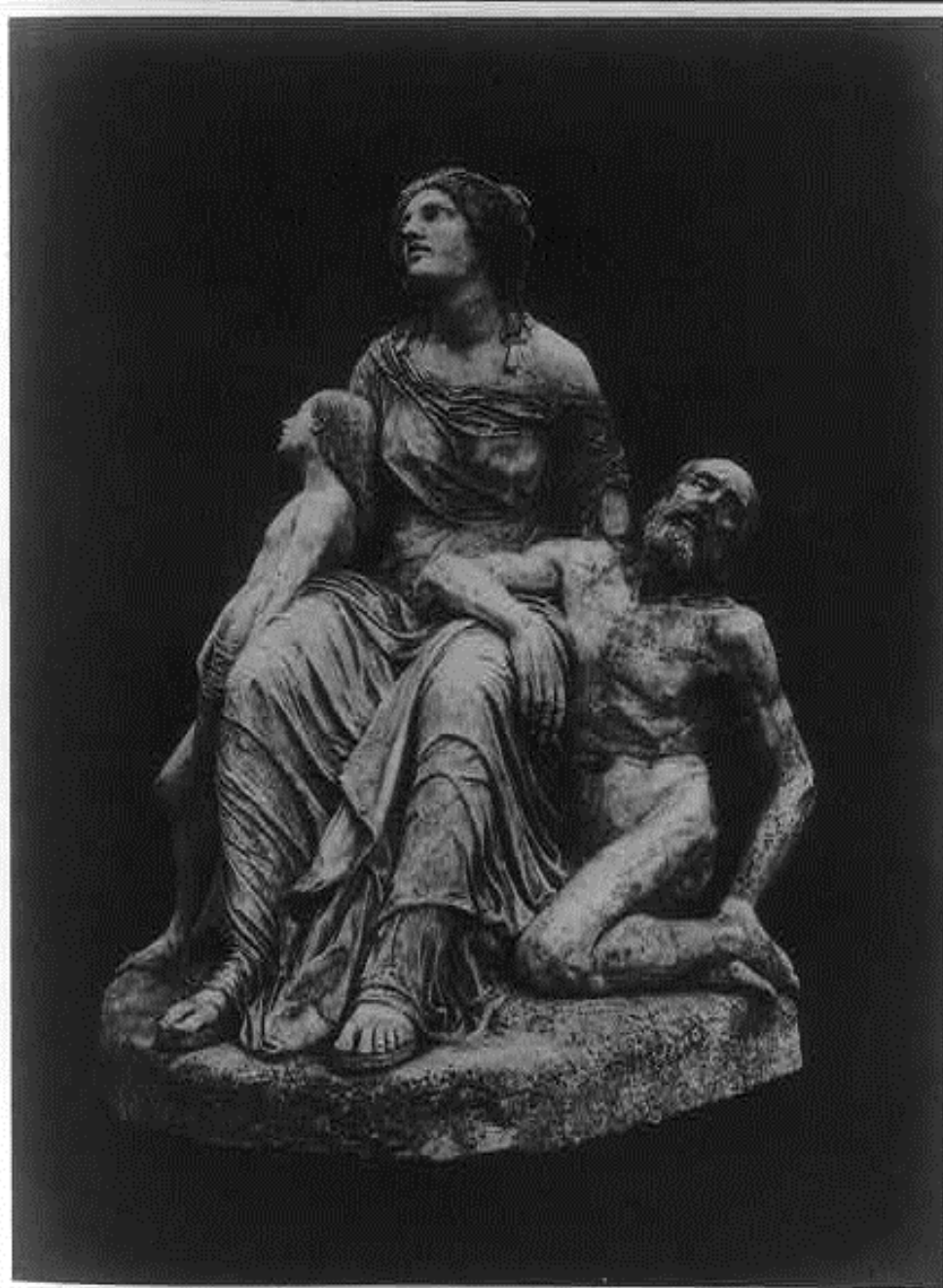
THE GREAT HADRONIA, FROM A DRAWING BY W. H. NILES, HIS PATENT IN 1880—FROM A DRAWING BY W. H. NILES—(SEE FRONTIS PAGES)

2-2



Real Monsters!





CHOLERA.
(P. RUBENS)

Access Online Resources

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Historic
News-
papers

Chronicling
America

FORMAT

Newspapers

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Refine your results

View List Go Sort By Relevance Go

<input checked="" type="radio"/> Available Online	2,738
<input type="radio"/> All Items	2,848

Original Format

Newspapers	✕
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Online Format


PDF	749
Image	749
Online Text	749

Date

2000 to 2099	2
1900 to 1999	554
1800 to 1899	2,168
1700 to 1799	6
1000 to 1099	9

Location


United States	2,715
New York	705
New York City	704
New York County	591



COLLECTION
[Chronicling America](#)

Historic American newspapers, published between 1838 and 1922, selected and contributed by state partners in the National Digital Newspaper Program.


Contributor: Library of Congress - National Endowment for the Humanities - National Digital Newspaper Program (U.S.)
Date: 2008
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COLLECTION
[Newspaper Pictorials: World War I Rotogravures, 1914-1919](#)

This online collection is drawn from three primary sources: The War of the Nations: Portfolio in Rotogravure Etchings, a volume published by the New York Times shortly after the armistice that compiled selected images from their "Mid-Week Pictorial" supplements of 1914-19; Sunday rotogravure sections from the New York Times for 1914-19; and Sunday rotogravure sections from the New York Tribune for 1916-19. A French ...

Contributor: Library of Congress. National Digital Library Program
Date: 2004
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COLLECTION
[Stars and Stripes: The American Soldiers' Newspaper of World War I, 1918-1919](#)

This online collection includes the complete seventy-one-week run of The Stars and Stripes World War I edition. The Stars and Stripes was published in France by the

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- [NDNP Award Recipients](#)
- [Newspaper and Current Periodicals Reading Room](#)
- [Ask LC Newspaper & Current Periodicals Librarian](#)
- [Historic Newspapers on Flickr](#) (part of the LC Flickr Commons photostream)

100 Years Ago Today: Wednesday, October 22, 1913 (46 issues)



[The evening world.](#) (20pp.)
New York, N.Y.

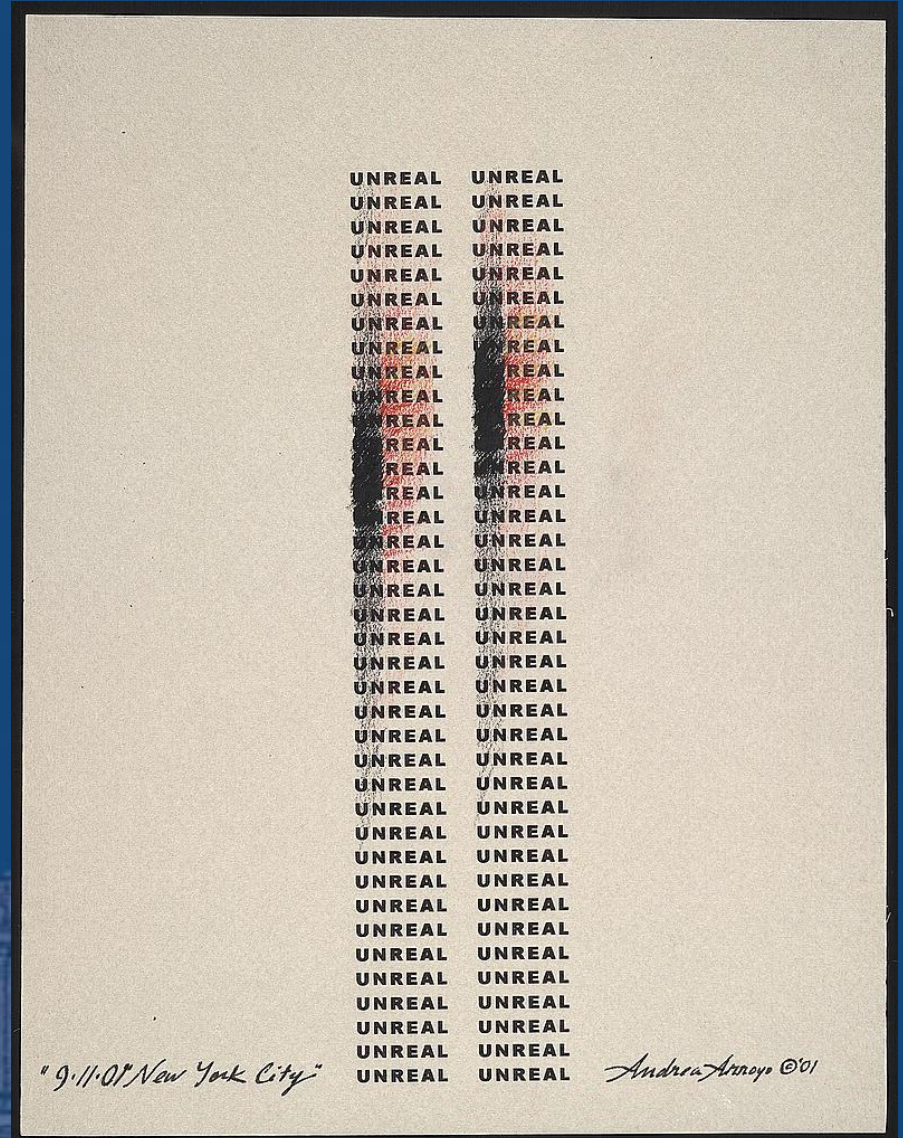


[The Big Stone Gap post.](#) (4pp.)
Big Stone Gap, Wise County, Va.



[Honolulu star-bulletin.](#) (14pp.)
Honolulu [Oahu, Hawaii]

Analyze Perspectives Over Time



Prints and Photographs

The screenshot shows the Library of Congress website interface. At the top left is the Library of Congress logo. To its right is a navigation menu with "All Formats" and a search bar containing "Search Loc.gov". A search icon is located in the top right corner. The main content area features a large banner for the "Rosa Parks Papers" collection. The banner includes the text "COLLECTION Rosa Parks Papers" and a sub-headline: "Letters, Photographs, and More Document the Private Life and Public Activism of Rosa Parks". A blue button below the text says "View the Rosa Parks Papers". Below the banner is a row of five smaller collection thumbnails: "Rosa Parks Papers", "Montana Folklife Survey Collection", "Free Braille and Talking Books", "Archive of Recorded Poetry and Literature", and "Holiday Gifts from the Library". At the bottom of the page is a navigation bar with links for "Library Catalog", "Digital Collections", "Researchers", "U.S. Copyright Office", "Congress.gov", "Law Library", and "Teachers".

LIBRARY OF CONGRESS

All Formats Search Loc.gov

COLLECTION
Rosa Parks Papers
Letters, Photographs, and More Document the Private Life and Public Activism of Rosa Parks

View the Rosa Parks Papers

Rosa Parks Papers Montana Folklife Survey Collection Free Braille and Talking Books Archive of Recorded Poetry and Literature Holiday Gifts from the Library

Library Catalog Digital Collections Researchers U.S. Copyright Office Congress.gov Law Library Teachers

Teacher Page

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LIBRARY OF CONGRESS

All Formats Search Loc.gov

COLLECTION
Rosa Parks Papers
Letters, Photographs, and More Document the Private Life and Public Activism of Rosa Parks

View the Rosa Parks Papers

Rosa Parks Papers Montana Folklife Survey Collection Free Braille and Talking Books Archive of Recorded Poetry and Literature Holiday Gifts from the Library

Library Catalog Digital Collections Researchers U.S. Copyright Office Congress.gov Law Library Teachers

For Students & Lifelong Learners



[Read.gov](#)

Resources and opportunities to celebrate the wonder of reading



[Poetry 180](#)

A poem a day for American high schools



[America's Library](#)

American history for elementary and middle school students



[Science: Everyday Mysteries](#)

Fun science facts from the Library of Congress



[Today in History](#)

Highlights from the Library's online collections



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[What the Library of Congress Has for Teachers: Primary Sources and Tools and Techniques to Use Them](#)

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For Teachers



[Teacher Resources](#)

Free resources to help teachers effectively use primary sources from the Library's vast digital collections in their teaching



[Lesson Plans](#)

Teacher-created lesson plans using Library of Congress primary sources



[Primary Source Sets](#)

Sets of primary sources on frequently taught topics



[Professional Development](#)

Primary source-based, ready-to-use resources for teachers and facilitators

Primary Source Sets



[Jamestown](#)

Maps, images, and text tell the story of the first English settlement in North America, and how it came to be regarded in later years



[Japanese American Internment](#)

Official documents, newspapers, and images offer perspectives on the Japanese American experience of forced relocation to internment camps during World War II

[Student Discovery Set — free ebook on iBooks](#)



[Jim Crow and Segregation](#)

After the Civil War, most Southern states limited the economic and physical freedom of former slaves by enacting laws that came to be called Jim Crow laws. This primary source set presents popular views on, and the causes and effects of, these laws

[Student Discovery Set — free ebook on iBooks](#)



[Maps From The World Digital Library](#)

Explore maps from different cultures and eras to discover diverse perspectives on the world's geography. All the items in this set are from the World Digital Library, a project that makes available significant primary materials from countries and cultures around the world



[Mexican American Migrations and Communities](#)

Mexican American communities grew and changed in the 19th and 20th centuries. Photos, historic newspapers, oral history interviews, and maps are included



[The NAACP: A Century in the Fight for Freedom](#)

The story of America's oldest and largest civil rights organization, told through letters, photographs, maps, and more

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The Library of Congress > Teachers > Classroom Materials > Lesson Plans > Labor Unions and Working Conditions

TEACHERS


Labor Unions and Working Conditions: United We Stand

Lesson Overview

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- Teachers Home
- Classroom Materials
- Professional Development
- TSS Partners
- Using Primary Sources
- News and Events
- Additional Resources
- FAQ



[Detail] Interior boiler room, sugar factory, 1911

Overview | Preparation | Procedure | Evaluation

Lesson Overview

Think about your work environment. Are you allowed to rest periodically? Do you earn a decent wage? Can you voice your concerns without losing your job? There was a time when workers in the United States...

Lesson Plans

The LIBRARY of CONGRESS AMERICAN MEMORY HOME BROWSE ABOUT HELP CONTACT Search all collections SEARCH

Photographs from the Records of the National Woman's Party

The Library of Congress > American Memory Home > Browse Collections

Women of Protest

Photographs from the Records of the National Woman's Party

Search this collection GO

More search options

- Collection Home
- About This Collection

Features:


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- Timeline
 - [1912-1997](#)
- Essays
 - [Historical Overview of the NWP](#)
 - [Profiles: Selected Leaders of the NWP](#)
 - [Tactics and Techniques of the NWP Suffrage Campaign](#)

Browse Collection by:

- Title
- Subject

View more collections from the [Manuscript Division](#)

Collection Connection
Classroom resources for teachers



[Detail] Suffragists picketing in front of the White House, Harris & Ewing, 1917.
[About this image](#)

Overview

The National Woman's Party, representing the militant wing of the suffrage movement, utilized open public demonstrations to gain popular attention for the right of women to vote in the United States. Their picketing, pageants, parades, and demonstrations—as well as their subsequent arrests, imprisonment, and hunger strikes—were successful in spurring public discussion and winning publicity for the suffrage cause. *Women of Protest: Photographs from the Records of the National Woman's Party* presents both images that depict this broad range of tactics as well as individual portraits of organization leaders and members. The photographs span from about 1875 to 1938 but largely date between 1913 and 1922. They document the National Woman's Party's push for ratification of the 19th Amendment as well as its later campaign for passage of the Equal Rights Amendment. This online presentation is a selection of 448 photographs from the approximately 2,650 photographs in the Records of the National Woman's Party collection, housed in the Manuscript Division of the Library of Congress.

The Civil War Through a Child's Eye

Lesson Overview

[Back to Lesson Plans](#)



[Detail] City Point, Va. Brig. Gen. John A. Rawlins...

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DOCUMENTS - Collected for you

Home >> [Primary Documents](#) >> [American Revolution & New Nation](#) Find in Virtual Services Web Pages

Primary Documents in American History

The American Revolution and The New Nation, 1763-1815

- [George Washington's Commission as Commander in Chief \(1775\)](#)
- [Virginia Declaration of Rights \(1776\)](#)
- [Declaration of Independence \(1776\)](#)
- [Articles of Confederation \(1777\)](#)
- [Treaty of Alliance with France \(1778\)](#)
- [Treaty of Paris \(1783\)](#)
- [Northwest Ordinance \(1787\)](#)
- [Constitution of the United States \(1787\)](#)
- [Federalist Papers \(1787-1788\)](#)
- [George Washington's First Inaugural Address \(1789\)](#)
- [Judiciary Act of 1789 \(1789\)](#)
- [Residence Act \(1790\)](#)
- [Bill of Rights \(1791\)](#)
- [Jay's Treaty \(1794\)](#)
- [George Washington's Farewell Address \(1796\)](#)
- [Alien and Sedition Acts \(1798\)](#)
- [Jefferson's Secret Message Regarding the Lewis & Clark Expedition \(1803\)](#)
- [Louisiana Purchase \(1803\)](#)
- [Treaty of Ghent \(1814\)](#)



A View of the Federal Hall of the City of New York, as Appeared in the Year 1797.
Henry R. Robinson, Lithograph, 1847.
Prints & Photographs Division.
Reproduction Number: LC-USZC4-1799

U.S. Founding Documents

This gallery highlights resources designed to enhance study of a few significant primary source documents from American history.

Constitution Annotated

THE CONSTITUTION of the
UNITED STATES OF AMERICA
ANALYSIS AND INTERPRETATION



The [Constitution Annotated](#) is a key research tool designed to analyze and explore all provisions of the Constitution.

A Century of Lawmaking



[U.S. Congress records from 1774 to 1875](#), including Bills and Resolutions, Congressional Record and Statutes at Large.

The Constitution



Written in 1787, ratified in 1788, and in operation since 1789, the [U.S. Constitution](#) is the world's longest surviving written charter of government.

Bill of Rights

RESOLVED, BY THE SENATE
THE UNITED STATES OF AMERICA
thirds of both Houses concurring,
to the Legislatures of the several States

The first ten amendments to the U.S. Constitution, the [Bill of Rights](#) which guarantee essential rights and liberties, were ratified in 1791.

Declaration of Independence

IN CONGRESS, JULY 4, 1776
A DECLARATION
BY THE REPRESENTATIVES OF THE
UNITED STATES OF AMERICA,
IN GENERAL CONGRESS ASSEMBLED.

Independence Day, also known as "the Fourth of July," celebrates our [Declaration of Independence](#) from the British Empire in 1776.

Federalist Papers

FEDERALIST:
A COLLECTION OF
ESSAYS

"Written in favour of the New Constitution" (in 1787 and 1788), the [Federalist Papers](#) explores how the American government might operate.

SOL SKILLS

Which skills have we addressed?
What content areas have we introduced?

2015 History and Social Science Standards of Learning
Skills Progression by Grade or Course

Social Science Skill	Description of Skill	Grade/Course												
		K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT
1a. Using information sources	View artifacts, primary and secondary sources													
	Use artifacts, primary and secondary sources													
	Identify artifacts, primary and secondary sources													
	Analyze and interpret artifacts, primary and secondary sources													
	Synthesize evidence from primary and secondary sources													
1b. Applying geographic skills	Use basic map skills													
	Use geographic information													
	Analyze the impact of geographic features													
	Use geographic information to determine patterns and trends													
1c. Organizing information	Gather and classify information, sequence events, and separate fact from fiction													
	Use and create charts, graphs, diagrams, and pictures to determine characteristics of people, places or events													
	Interpret charts, graphs, diagrams, and pictures to determine characteristics of people, places or events													
1d. Questioning and using critical thinking skills	Ask appropriate questions to solve a problem													
	Summarize points and evidence to answer a question													
	Recognize points of view and historical perspective													
	Use evidence to draw conclusions and make generalizations													
	Evaluate sources for accuracy, credibility, bias, and propaganda													
	Construct arguments using evidence from multiple sources													
1e. Comparing and Contrasting	Compare and contrast people, places, or events													
	Compare and contrast ideas and perspectives													
	Compare and contrast historical, cultural, and political perspectives													

- Conceptual Understanding:** The student is first introduced to the skill and applies the skill appropriately in varied situations.
- Scaffolding the Understanding:** The student continues to develop the skill and integrates the skill appropriately across new concepts.
- Analyzing the Understanding:** The student is knowledgeable about the skill from previous instruction, applies the skill to new concepts, and analyzes outcomes.

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Northern Virginia Partnership

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

UPCOMING EVENTS

CONTACT INFORMATION

Sherry Levitt, Executive Director
Email: sherry@tpsnva.org

Cynthia Sz wajkowski, Ph.D.
Assistant Director
Email: cynthia@tpsnva.org

Phone: 703-294-6270

Address: 11244 Waples Mill Rd, G-2, Fairfax, VA 22030

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Teachers Page

- Primary Source Sets
- Lesson Plans
- Presentations & Activities
- Teachers Blog
- Analysis Tools

Sherry Levitt, Executive Director

Sherry@tpsnva.org

Cynthia Sz wajkowski, Ph.D.
Assistant Director

Cynthia@tpsnva.org